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AUTHOR Burns, David G.
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ABSTRACT

Tribute is given to William Norwood Brigance, who for 38 years--until his death in January 1960--taught speech primarily at Wabash College, Indiana. In his accolade of Brigance, the author presents five reasons Brigance served his speech profession in a small liberal arts college: (1) he needed freedom to write his articles and textbooks, (2) he and his family felt ties with the area, (3) he had developed an extensive range of speaking opportunities, (4) Wabash College met his demands for both philosophical and financial support, and (5) he was devoted to the role of colleges such as Wabash in training students to participate effectively as both professionals and citizens in a democratic society. (HOD)

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WILLIAM NORWOOD BRIGANCE AND WABASH COLLEGE:

"BRIGGIE" AND THE CAVEMEN

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David G. Burns

Indiana University-Purdue University
at Indianapolis

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WILLIAM NORWOOD BRIGANCE AND WABASH COLLEGE:
"BRIGGIE" AND THE CAVEMEN

Those of us who teach are ever seeking ways to teach better this semester than last semester. Some teachers do little more than blow dust from yellowed notes or scrunch old syllabi into the format demanded by a new textbook. Such teachers do not last, nor would they be sitting here today. Teaching speech to young people--or paraphrasing James A. Winans on the process, "Making young people a little more useful when they talk"--is an art, a demanding art, and the impact of a great teacher resounds for generations. Such a teacher was William Norwood Brigance.

As pointed out by a former student and later Wabash College president, Byron Trippett, he wrote his books and articles over the name "W. Norwood Brigance." He answered the telephone and among strangers identified himself as "W. N. Brigance." His wife called him "Norwood," and so did his professional colleagues. His friends in the community often called him "Bill"¹; and when a band of rodeo Indians from the Pine Ridge Reservation passed through the area, we find that he was known to them as "Billy."² But to generations of Wabash students he was known affectionately and with good-natured kidding as "Brigie."³

For thirty-eight years until his death in January, 1960, Brigance taught speech, primarily at Wabash College, a small, Midwest liberal arts college for men, where the students are known as "Cavemen." He was a master of his art: an energetic advocate on the platform, delivering over 1000 speeches with 272 titles to a variety of lay and academic audiences; a prolific writer of sixty-one articles, seventeen book reviews, eleven editorials, and fourteen books--not counting numerous complete revisions; a superb teacher; and a dedicated member of his professional associations. Basic to Brigance's philosophy was the central position of speech training in the liberal arts curriculum. At Wabash he developed such a program, establishing an enviable record in forensics, and teaching many leaders in education and the speech profession.⁴

To his field of speech he brought a sense of historical awareness,⁵ and in 1935 he adapted the latest psychological research to place motivation central to the process of persuasion.⁶ He edited The Quarterly Journal of Speech for three years, edited the--now venerable--first two volumes of A History and Criticism of American Public Address, and in 1946 was president of the Speech Association of America. He helped to clear the trail before almost every new pathway opened in the field of speech between 1922 and today.⁷ Possibly his greatest contribution lay in the inspiration he gave his students to attain their greatest potential.

In this paper I shall present five reasons Brigance served his profession in a small liberal arts college, noting something of his methods of both teaching and writing and his conviction as to the central position of speech training in a democratic society. Brigance remained at Wabash College because he had to have the freedom to write his articles and textbooks, because of his family and community involvement, because of an extensive range of speaking opportunities he developed, because Wabash College met his demands for both philosophical and financial support, and finally, because he was devoted to the role of colleges such as Wabash in training students to participate effectively as both professionals and citizens in a democratic society.

First of all, because how and when Brigance did his writing was a crucial factor in why he stayed, let me describe his work schedule. During the school year he concentrated on his students, classes, and other college responsibilities. He was a totally organized man. He did his research on subject areas that would eventually result in journal articles, speeches, and textbooks. He read broadly and deeply, making notes and clipping articles for his files, constantly alert for fresh ideas and new approaches. He kept his nose in his books, staying home to read instead of socializing.⁸ Brigance himself affirmed, "I do not belong to a union, and I seldom work less than fifty-five hours a week, and at

times the scale goes upward to seventy hours. . . .I can do routine teaching on forty hours a week. But if a man expects to do anything above the level of routine teaching, he cannot expect to work mere union hours, nor can he expect to lead a leisurely life."⁹

When the college year ended, his vacation began on Monday morning following Commencement. Brigance would go into his study at 7:30 or 8:00 o'clock and stay until noon. Then he ate lunch and in the afternoons played golf. Those vacation mornings were when he wrote his books, claiming that he had never written one line of a book during the academic year. Writing was so demanding and so important to him that during the school year he could never concentrate so intensely as his craft demanded. A second reason for not writing during the school year he reported to Victor M. Powell, his associate for thirteen years, "I know of no way to teach except to give full time to students, and when a student wants my time, he can come to see me, he can telephone me, he can stop in my office. You can't have students in your hair--and that's where they belong--and write. Wabash College does not have a summer session, so I write books."¹⁰

Brigance had to be free to write. While he considered college teaching--especially as a history teacher--an interim goal on the way to becoming a professional journalist. He admitted at one time that if he could not write successfully, college teaching would hold no

attraction, and he would rather try the newspaper world.¹¹ Early in his career he had worked constantly to develop his skill as a professional writer. In a letter to a young college student, Brigrance explained that he "had written one to two articles for the Quarterly Journal of Speech, but I was not misled thereby. . . . any scholar can get a scholarly article in a scholarly magazine even if he does not know how to write. . . . Therefore, I set out to conquer the so-called literary magazines,"¹² He filled a "whole barrel" with rejected articles he had sent to Harper's, Atlantic Monthly, Century, North American Review, and Mencken's American Mercury. He had learned to write and to rewrite by trial and error until it sounded right.

If Brigrance were to head a graduate program, teach in a summer school, or hold a restrictive administrative position, he would not have been able to write his way. To explain, I must review for you his rationale and his writing procedures. He claimed that most current textbooks had two main flaws: First, they were merely rewritings of other textbooks, not original contributions, and he would not follow that procedure.¹³ Secondly, he maintained that most textbooks were not well written, used too many words per idea, and had too many vague and ambiguous words.¹⁴

To avoid these errors, Brigrance made a one-page outline of the entire book. With the entire outline before him, he then proceeded to make a one-page outline of each chapter, and next he made a detailed outline of some five to twelve pages for each chapter of the

book. In those first two sets of outlines he worked entirely from his own concepts; but in the third, the detailed outline, he inserted cross references to every book he could lay hands on. By this time, he claimed, his own ideas had so set the pattern that he could use, reject, or refute the ideas of others who had written on the subject. "I still think it is a good idea," he declared, "and I have used it ever since."¹⁵ These detailed textbook outlines took him from two to five years, but he added, "The hardest of all jobs is to reduce it to accurate writing. I find that each paragraph and each sentence must be written, rewritten, torn up and written many times over." In order to concentrate on this task, he could not sandwich his writing into any other kind of work, claiming he had to "write only and do nothing else, and do this day after day."¹⁶ Trying to improve the quality of his work, he stated that he never spent less than four years in maturing a book and one of them took him nine years and three months.¹⁷ Wabash afforded him the freedom to write in his careful, painstaking way.

By May of 1936 he had already published twenty-seven articles, ten book reviews, five books, (with two others ready for press). He had established an outstanding forensic record, had established his skill in the classroom, and in 1930 had earned the first Ph.D. in speech from the University of Iowa, claiming, "When asked from whence I came, I have always proclaimed, 'I was one of Baird's men.'"¹⁸ His dissertation extended the parameter of legitimate doctoral programs in speech. Loren Reid recalled that Brigrance's formal

defense of the dissertation was "brilliant," and that the younger men were fortunate to have someone like Brigance "to open up rhetorical theory as a field of study."¹⁹ It was a good time to make a move.

DePauw had already asked him to head their speech program, Evansville College had asked if he would consider an offer of their presidency, and he was asked to head an English Department at a New Jersey teachers' college; but Brigance was not tempted. The chairmanship was going to be available soon at Stanford and that did tempt him. Before that decision was made, the president of the University of Hawaii asked him to come out to head the English Department and direct a program of speech improvement. Requesting a one-year leave of absence, Brigance went to Hawaii as Professor of Speech and Head of the English Department on a permanent appointment basis (if he wanted to stay). After the first year Brigance's task was not complete, and he received an extension on his leave from Wabash. Then Hawaii asked him to head the new Department of Speech, and when that didn't convince him, they offered him the deanship. He turned it all down and headed back to Wabash.

In this, his first serious temptation, why had he decided to remain at Wabash? First of all, his family wanted to return to Indiana, and that certainly was a factor; but Brigance probably could have overcome their objections. A second factor was important, as he said, the one-way Clipper flights to the States cost \$375. A third and related constraint was crucial. He was in the mainstream

of his profession, and the distance would have created an additional barrier to his professional growth. As F. S. Cretts, the publisher, pointed out to him, Hawaii tended to wither a man intellectually. He might enjoy Waikiki Beach too much and would write too few articles.²⁰ This clearly carried the internal debate. In this case we have a related reason Brigance stayed at Wabash. He had to be nearer both to the geographical center and to the professional center of the speech profession, and that center lay closer to Wabash than it did to Waikiki.

Shortly after his return he had been considered for the presidency of Wabash College,²¹ for chairmanships at Queens College, Hunter College, and Vanderbilt University. Finally, after World War II, Brigance was asked to chair the Speech Department at Ohio State University. Brigance decided to make this move, but when he went in to inform Wabash President Sparks of that decision, Sparks simply asked him why he wanted to go. Brigance responded that it was a big school with a graduate program and they had offered him \$1000 more than Wabash was paying him. Sparks pointed out that since he would be teaching graduate students in the summers, he wouldn't be able to write. Brigance surely realized this, and he had evidently decided it was worth the risk. But Sparks focused, perhaps, on a more crucial issue--the \$1000-salary gap--and asked Brigance to hold off until he could contact the president of the Wabash College Board of Trustees. Back he came with an increase of \$1000 more than

the Ohio State offer and the promise that if anyone is ever brought to Wabash at a higher salary, Brigance's salary would be raised to match it. Thus, the Brigance ego was soothed with a financial guarantee, and he would have the time to do his writing.

May I add: I do not wish to imply that Brigance's aggressive push for the top faculty salary was a selfish, personal campaign. No one worked harder to build a program that from the classroom to all phases of the Wabash experience deserved the maximum of administrative support. Brigance spent himself for his students, for the speech discipline, and for liberal arts.

The professional reputation Brigance had established prior to his 1936 excursion to Hawaii was now even more solid. By 1944 he had been elected president of the Speech Association of America, had authored 12 textbooks, had edited the two-volume History and Criticism of American Public Address, and had delivered some 521 speeches with 319 titles.

The second major reason he stayed: his family and community activities were important to him. He was devoted to his family, and his wife and daughter were happy in social, school and church activities; they would not have appreciated leaving the Crawfordsville community. After two years in Hawaii, they had expressed a desire to return to the Athens of Indiana. Brigance was active in Kiwanis, the Elks Club, American Legion, Ouiaatenon, Lambda Chi Alpha, the Country Club, the Crawfordsville Planning Commission,

the Methodist Church, and a small band of Democrats. These were all important to him, not merely because his roots were tied to those associations but also because he considered such outreach by academic professionals to be essential to community growth--and vice versa--he considered what he could learn from them crucial to what he taught in the classroom.

His speechmaking, the third reason, similarly afforded him the opportunities to speak to highschool assemblies, graduations, teachers' institutes, and to parents; to service clubs and other professional organizations; and eventually to groups across the nation through the National Lecture Bureau. Not only did he receive personal and professional gratification from such speaking, but at one time this remuneration may have exceeded his Wabash salary. A duty of educated people, the creative minority, he stated in many ways, was to provide information for the masses. That role he actively played.

Elwood Murray wrote that of all the great speakers who had spoken over the thirty-four years at the Rocky Mountain Speech Conferences, Brigrance "was the only speaker who evoked standing ovations from the critical persons we had in attendance. . . . He exemplified most fully the 'intelligent,' 'effective,' and 'responsible' speaker which should result from our efforts."²² Members at a 1947 convention of this association in Denver named Brigrance as "one of the ten foremost contemporary American speakers."²³ In a letter to Brigrance in 1956 Loren Reid wrote, "I guess you know I think you are the best

speaker in the association--ever since Year of Decision I have held this point of view."²⁴ Eight years later Dr. Reid reflected, "I suppose he was our best speaker. I have heard him on many occasions, always with delight and often with astonishment. I have never heard him give a poor speech."²⁵

In the Brigrance Papers are recorded 272 speech titles and the 1003 occasions for those speeches. That averages twenty-six per year, but from 1942 through 1949 the average is fifty per year. In his career he visited 236 U.S. and eleven foreign college campuses.²⁶ In late 1957 he reported that "since 1940 I have traveled by actual count 201,000 miles addressing educational groups."²⁷ Furthermore, in that article Brigrance claimed that he considered his speaking to be "the most important thing he had done at Wabash." No subject and no audience was ever approached without long and careful research; no speech was ever delivered without time-consuming mental and physical preparation. As Byron Trippett noted, "Once I heard someone in his presence refer to his 'genius' in public speaking. He did not deny it. He only commented, 'Genius is the capacity for taking infinite pains.'"²⁸ As a home base for his bristling eloquence, Wabash College was ideal.

Reason #4: Brigrance received satisfactory philosophical and financial support for both his programs and for himself personally. First of all, he was a salesman who unhesitatingly and unashamedly promoted his discipline, his students, his college, and himself--though not necessarily in that order. As noted in the eulogy by a

colleague, "He served under four presidents and I don't know how many deans . . . 'He stood in awe of none of them.'"29

Let me trace briefly his path to Wabash. In 1916 the nineteen-year-old graduated from the University of South Dakota. He taught in the Dallas, South Dakota, high school for one year, enlisted in the Regular Army as a private and during wartime service in France received a battlefield commission. Hurrying home after a direct plea by telephone to the Commanding General of his 32nd Division, over the heads of his immediate superiors, Brigance completed a Masters Degree in History at the University of Nebraska in one year, and after teaching high school for a year in Hastings, Nebraska, moved to Proviso High School in a suburb of Chicago, where he could do additional work in history at the University of Chicago. At Proviso he was hired to teach speech, and so successful was he that by the end of that first year, the president of Wabash College sought him out to teach speech in college. Brigance still claimed to have his eye on a job teaching history in college--in fact, he still was teaching history during the summers at the University of Nebraska--but he believed his chances of getting into the college history position would be easier if the move were lateral, from speech to history. So, in 1922 the twenty-six year old accepted the call to teach speech at Wabash.

Wabash College emphasized speech training, specifically oratory, and as in many such small, seminar-oriented liberal arts colleges, the orator was the "big man on campus."³⁰ Previous instructors

had set high standards, and when he came, doubt existed "whether the speakers he trained would maintain the high records Wabash men had set under his two predecessors."³¹ From 1922 through 1945 Brigance's record of eleven top-three places in the Interstate Oratorical Contest and outstanding achievements in the other similar forensic events attested to his skill.³² Yet, he believed that such contests did not develop the maximum potential within each student, and more importantly, among the larger numbers of students, which training in public speaking ought to accomplish. As a result in 1927 he established the first collegiate speakers' bureau, and by 1960 the Wabash College Speakers' Bureau had presented 2,654 programs to an estimated audience of over 150,000 listeners. While more than a dozen speakers gave twenty-five speeches, one speaker spoke 174 times (Mitsuyo Goto) and another 127 times (William C. Moore), and one speaker officially recorded twenty-five speeches for the Bureau but delivered another 125 talks after graduation. The Bureau honed student speaking skills, provided positive public relations for the college, and from the Thirties into the Fifties helped to make Brigance the most widely known Wabash faculty member.

Not only was Briggie the most widely known faculty member, he was also a demanding teacher. We would expect him to be an expert in the psychology of persuasion, and so he was. "President Hopkins once remarked that the most useful psychology being taught at Wabash was not in the Department of Psychology but on the third floor of

Center Hall"³³ by Brigance. During that time, Trippett added and others confirmed, he was one of the two most popular professors among both the college students and the local community. The other possessed a folksy, common touch in his teaching that combined a quick, lively mind with a vast storehouse of historical information and happy disposition and enthusiasm. He elicited a warm devotion from his students. Briggie's achievements earned him admiration and respect. In the opinion of one student, whose remarks are typical, "None of us who have ever been in contact with a truly great teacher can ever be the same afterwards--and Norwood Brigance was such a great teacher."³⁴ Another stated, "One has to stumble onto a great teacher. . . . The outcome can be 'dedication,' as with Briggie and his students."³⁵ Many could say, "I do what I do because of him."³⁶

In discussing with Brigance their thirteen-year association, Victor M. Powell declared, "You will always be pre-eminently to me--above everything else--a teacher, a teacher such as I have never known before." Powell considered "discipline" the one element characterizing a Brigance classroom, because "the student knows that a high standard is set and he is held to it." In confessing that he had not thought of discipline before, Brigance emphasized, "Self-discipline, yes; but no enforced discipline." And Powell hastened to agree: "The discipline of the student. . . . a sense of responsibility you have given him." After a pause, Brigance maintained that if you could teach a person to speak responsibly, you had taught him self-

discipline; this was the root of all education.³⁷

A former student confirmed, "He was a great man. Because of him I speak less often than I could . . . I want to be prepared to say something worthwhile."³⁸ Another added, "When students of my era [1927-30] think of Wabash, they automatically think of Brigance. . . . He is one of the people who made Wabash great. . . . He made a person want to do his best and work hard to do it. What more can a teacher be?"³⁹ As the campus newspaper aptly noted: Brigance is to Wabash as God is to the rest of the world."⁴⁰

As devoted as he was to his students and to the college, his true consecration was to the speech profession. To President Sparks he wrote, "I have never spoken to you with my holy zeal about the importance of the subject I teach in making up a full, rounded education. I am tempted to do it now, and to say that on this department falls a heavy share of the burden of enabling students to digest and to use what they learn in so-called content course. If after my twenty-five years at Wabash, we should be left in a position of doing only a half-hearted job of this, I might feel that I had let Wabash down, as well as liberal arts education at large!"⁴¹ This devotion to Wabash College and, at the same time, to the role of speech training in a democratic society was the fifth reason Brigance elected to remain in that small, liberal arts college.

Brigance's philosophy of speech centered around his conviction that a democracy could neither develop nor flourish without a system

of speechmaking.⁴² He pointed out that "both the size and nature of free societies always have been inherently related to the available means of mass communication. . . . you cannot have certain types of democracies unless, or until, you have certain kinds of mass communication."⁴³ Systematic speechmaking "grew out of the attempt of free people to govern themselves. . . . That is why every citizen in every free society needs to be trained in its discipline. . . ."

He admitted that good speech can win an election, sell a Buick, or influence human behavior in other ways. "But," he claimed, "this is actually a minor purpose of speechmaking."⁴⁴ The major purpose is watering and cultivating of ideas" or "to energize thought and humanize truth." He asserted that if students do not learn to understand how to achieve this purpose through efforts of their educational system, they may never learn it.⁴⁵ "Only 'good' people," he contended, "are stupid enough to believe that it takes skill, training, and discipline in order to shoot-it-out, but none at all in learning how to talk-it-out."⁴⁶

In discussing the purpose of a general education in that free, modern society, Brigrance had anticipated the campus dissatisfaction with irrelevancies in the late Sixties. He stated, "Now in the mid-twentieth century, we are faced by a world revolution which colleges ought to enable students to understand. The revolution is not communism. . . . The real revolution is the rise of the little man all over the world; 2000 years ago he was a slave; 500

years ago he was a serf; 200 years ago he was a political eunuch; 100 years ago he was inarticulate and unorganized; 50 years ago he suggested to Edwin Markham in "The Man with a Hoe" a dumb Terror who would some day arise after the silence of centuries to judge the world."⁴⁷ The power to decide had shifted from the power-elite minority to the common man; but while the structure of society had changed, educators had not changed the structure of the college curriculum.

In assessing the changed role of public address, he contended that leaders must speak "to the mass of people, not the elite minority alone," and only "those who learn to speak to the masses--in terms of their understanding and needs--will become leaders."⁴⁸ Public address in a democracy, Brigrance claimed, "is not maintained by developing identical convictions among its citizens but is rather maintained by developing common sentiments and common enthusiasms." These sentiments and enthusiasms develop not alone by the reading of written communications, he noted, but more commonly, particularly among the masses, by the contagion of meetings and the talking together of people.⁴⁹

In addition to his writing and his speaking, teaching at Wabash College met Brigrance's specific needs. He always taught a section of the basic course, and his teaching applied his philosophy directly. He believed, "I am making [this student] not merely able to give

a little classroom speech, but a better citizen and a better man."⁵⁰
 As David Potter noted, "An amazing guy; he preached what he practiced."⁵¹

In 1952 when Brigance reflected upon a decision made thirty-years earlier to teach at Wabash, he admitted that the one hazard he then felt was that "the educator in a small institution was likely to be overlooked and forgotten." But he said, "I did not know the educators in my field as I know them now. The years have demonstrated that they have never asked from what institution a man came. They have been kinder to me than I expected or deserved."⁵² He earned the respect and trust from his colleagues, who remembered as did Loren Reid: "an entertaining and engaging conversationalist. . . . [who] was imaginative. When he paid you a compliment, it was in such luminous, phosphorescent, star-studded, glowing, sparkling, ruby-lensed terms that you were not likely to forget it. You could chop it up into a thousand bits, and glow over each bit" ⁵³

James M. O'Neill acknowledged Brigance's "delightful personality," but emphasized how more important "were his contributions to hundreds of students as a teacher of character, [his] scholarly standards, [his] fruitful human contacts, and a complete and persuasive example of what a teacher should be as an educator and as a man."⁵⁴

A prolific writer, a forceful speaker, and a dedicated teacher, Brigance understood the role of speech training in personal success, its function within the educational system, and its relationship to survival in a free society. In the tradition of Isocrates and

Quintilian, Brigrance placed rhetoric central in all education. Perhaps no one of the five reasons stated herein would have been sufficient cause to keep Brigrance at Wabash, but, together they effected a tenacious bond. Speaking not only for the college but for the professional field, A. Craig Baird concluded, "He was first among great teachers [exemplifying] the best principles of Aristotle and his successors. . . . a genuinely educated person, [who] reflected intellectual, social, and moral integrity . . . We of Wabash will always salute him."⁵⁵

FOOTNOTES

¹Byron K. Trippett, Wabash On My Mind (Crawfordsville: Wabash College, 1982), 94.

²Brigance spent his youth on the Pine Ridge Indian Reservation in South Dakota and had formed close riding, hunting, and fishing friendships among his Indian companions. The anecdote was related by Richard E. Banta, who accompanied Brigance in hopes of catching him in an exaggeration, after Brigance had casually mentioned, "I might know some of those fellows." As usual, when a large, pig-tailed brave swept Brigance off his feet in a bear-hug and all others pounded him on his back and called him "Billy," Banta knew that Brigance had won again. In fact, he was an adopted member of one Sioux tribe.

³Spelled "Briggie" and "Briggv" by various associates.

⁴J. Jeffery Auer, John W. Black, James C. Ching, William K. Clark, Bernarr Cooper, Lloyd Dudley, Raymond Ehrensberger, Cleon Faust, Donald Harrington, Theodore R. Kennedy, Charles E. A. Moore, Raymond H. Myers, Robert H. Plummer, Edwin C. Shoenberger, Robert M. Vogel, and others.

⁵His 1930 dissertation was the first Ph. D. in Speech at the University of Iowa, A History and Critical Study of the Life and Speeches of Jeremiah Sullivan Black.

⁶"Can We Re-Define the James-Winans Theory of Persuasion?" Quarterly Journal of Speech, XXI (February, 1935), 19-26.

⁷See David G. Burns, "The Contributions of William Norwood Brigance to the Speech Profession," unpublished Ph. D. dissertation (Indiana University, 1970). See also The Brigance Papers, Department of Speech Communication, Indiana University.

⁸Interview with Mrs. Jane Brigance, December 28, 1961.

⁹Brigance letter to Leland M. Ross, January 5, 1948, in "Personal Letters" folder, Brigance Papers (BP).

¹⁰Taped interview with Victor M. Powell, December 3, 1959, copy in Brigance Papers.

¹¹Comment added by Brigance to his "War Letters," June 5, 1935, now in Mrs. Brigance's possession.

¹²Brigance to Nancy Todd, November 11, 1949, in "Personal Letters #3" folder, Brigance Papers.

¹³Brigance to Todd.

¹⁴Brigance to Marvin Bauer, January 5, 1951, in "Book Publishing" folder, Brigance Papers.

¹⁵ See both Todd and Bauer letters. The final quote is from Brigance to Todd.

¹⁶Brigance to Bauer

¹⁷Brigance to Rowan Lunsford, July 15, 1943, in "History of American Public Address" folder, Brigance Papers.

¹⁸Brigance to A. Craig Baird, March 21, 1950, in "Personal Letter" folder, Brigance Papers.

¹⁹Letter to the author from Loren Reid, November 16, 1964.

²⁰Brigance-Powell taped interview.

²¹Letter to Brigance from Lionel Crocker, September 21, 1941, in "Personal Letters #3" folder, Brigance Papers.

²²Letter to the author from Elwood Murray, December 7, 1964.

²³Crawfordsville Journal and Review, January 22, 1948.

²⁴Letter to Brigance from Loren Reid, May 18, 1956, in "How to Get Salaries Raised" folder, Brigance Papers.

²⁵Letter to the author from Loren Reid, November 18, 1964.

²⁶Noted by states on 4 x 6 cards in "Bibliographical Materials" folder, Brigance Papers.

²⁷Wayne Guthrie, "Ringside in Hoosierland," Indianapolis News, December 3, 1957.

²⁸Trinpett, p. 96.

²⁹J. Harry Cotton, "Memorial to W. Norwood Brigance," Archives Room, Lilly Library, Wabash College. Copy in Brigance Papers.

³⁰Herbert E. Rahe, "A History of Speech Education in the Ten Indiana Colleges," unpublished diss. (University of Wisconsin, 1939), 39.

³¹James Insley Osborne and Theodore Gregory Gronert, Wabash College: The First Hundred Years, 1832-1932 (Crawfordsville: Wabash College, 1932), 345-346.

³²Carleton and Nebraska Wesleyan, each with six top-three places, were the closest to Brigance's record.

³³Trippett, 96.

³⁴Letter to Dean Rogge from Herbert Lederer, February 12, 1960, in Mrs. Brigance's file; copy in "Biographical Materials" folder, Brigance Papers.

³⁵Letter to the author from John W. Black, November 16, 1964.

³⁶Letter to the author from Charles E. Scott, March 2, 1969.

³⁷Brigance-Powell taped interview, December 3, 1969.

³⁸Letter to the author from Daniel F. Evans, March 1, 1969.

³⁹Letter to the author from Joseph E. Tinkham, March 7, 1969.

⁴⁰The Bachelor, September 21, 1956.

⁴¹Brigance to Sparks, July 8, 1947, in "W. N. Brigance" folder, Sparks, Papers, Archives Room, Lilly Library, Wabash College.

⁴²For more detailed statements of his philosophy see: Speech: Its Techniques and Disciplines in a Free Society, 2nd ed. (New York: Appleton-Century-Crofts, 1961), 1-16, 423-430, 515-530; "Demagogues, 'Good' People, and Teachers of Speech," Speech Teacher, I (September, 1952), 157-162; "General Education in an Industrial Free Society," Quarterly Journal of Speech, XXXVIII (April, 1952), 177-183; and "The Effectiveness of the Public Platform," Annals of the American Academy of Political and Social Science, CCL (March, 1947), 70-75.

⁴³"The Role of Communication in Modern Society," University of Alabama Extension News Bulletin, XIV (October, 1956), 5-12.

⁴⁴"Demagogues," 158.

⁴⁵Speech: Its Techniques, 1-2.

⁴⁶"Demagogues," 161.

⁴⁷"General Education," 178.

⁴⁸"General Education," 183

⁴⁹"Public Address," College English, VII (October, 1945), 31.

⁵⁰Brigance, "Behaviorism," speech delivered December 4, 1928, Brigance Papers.

⁵¹Letter to the author from David Potter, November 4, 1964.

⁵²Brigance Letter to Wayne C. Eubank, April 24, 1952, in "Speaker of the Year, 1951" folder, Brigance Papers.

⁵³Letter to the author from Loren Reid, November 16, 1964.

⁵⁴Letter to the author from James M. O'Neill, February 24, 1965.

⁵⁵Letter from A. Craig Baird (Wabash, '07), cited in The Alumni Bulletin, (April, 1960), 1.